

Module 1 Start: 8/19/2010 Teaching Days: 33 Test: 10/6/2010 Remediation Days: 2 End: 10/8/201

Writing Prompt: Narrative/Personal

SLE	SLE Text	SLE Example	AR Standards
<u>W.3.6.1</u>	Engage in appropriate prewriting strategies to help organize ideas and information (e.g., graphic organizers).	Teachers will expose students to a variety of graphic organizers such as T-charts, Venn Diagrams, Webs, etc.	W.4.3.1; W.7.3.1; W.7.3.3; IR.12.3.1
<u>W.3.6.3</u>	Write for different purposes and audiences.	Write an article about the library at your school. Include a list of ways that students use the library.	W.4.3.3; W.5.3.1
<u>W.3.6.4</u>	Contribute to a writer's notebook.	Notebook may include sections such as topic list, good introductions, stories in progress, etc.	W.5.3.3
<u>W.3.6.5</u>	Narrow the topic to focus on one idea.	When choosing a topic for writing, narrow the topic to focus on one idea. For example, instead of writing about ""my family"", help students zoom in and write about ""The day I went fishing with my Grandpa"" so they will include more details.	W.4.3.2
<u>W.3.6.7</u>	Create a strong introduction and conclusion.	Teach different types of leads such as talking, snapshot, question, etc. Teach different types of closing such as lesson learned, a surprise, circular, wrap-up, etc.	W.4.3.7
<u>W.3.6.8</u>	Include descriptive details and language to elaborate and reinforce the central idea.	Give students a "telling" sentence such as "The boy ran." Guide students to build a "showing" sentence by adding descriptive details: "The tall basketball player hustled down the court."	W.7.3.5; W.7.3.6
<u>W.3.6.9</u>	Indent to show paragraphs.	Explain the reason for indenting a paragraph.	W.5.3.4; W.6.3.20
<u>W.3.6.11</u>	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences.		W.4.3.9; W.4.3.10; W.7.3.5; W.7.3.6
<u>W.3.6.13</u>	Edit and proofread for mechanics, punctuation, usage and completeness.	Writing buddies/peer editing -- trade papers and find mistakes using an editing checklist.	W.4.3.11; W.4.3.12
<u>W.3.6.14</u>	Prepare pieces for publication with the aid of technology.		W.4.3.13; W.4.3.14; W.4.3.15; W.4.3.16; W.7.3.7; W.7.3.8; W.7.3.9; W.7.3.10
<u>W.3.7.1</u>	Write narratives that - include ideas, observations or memories of an event or experience; - organize events into a plot; - use concrete sensory details; - and show voice.	Write a story based on an article in a magazine, such as Cricket or Stone Soup, about what life was like 100 years ago.	W.5.3.6; W.5.3.10
<u>W.3.7.7</u>	Write responses to literature that include specific references to the text.		W.5.3.5
<u>W.3.8.2</u>	Eliminate fragments	Play a sentence game. Pass out words and have the students come together to create a sentence. Discuss the sentences they have made to check and see if they are complete sentences or fragments.	W.6.3.2

W.3.8.5	Use the pronouns "I" and "me" correctly in sentences.		W.6.3.6; OV.1.3.1
W.3.8.9	Use inflectional ending patterns.	Consonant doubling, dropping e, changing y to i	W.6.3.12
W.3.8.11	Spell commonly used homophones correctly in context.	(words that sound the same, but are spelled differently, like plain and plane).	W.6.3.13
W.3.8.13	Use commas in a series and in the greeting and closing of a letter.	Commas in a series - modules 1,2,3, and 4 Commas in greeting and closing of a letter - module 4	W.6.3.16
W.3.8.14	Use and punctuate correctly declarative, interrogative, imperative, and exclamatory sentences.		W.6.3.18
W.3.8.15	Use and spell grade level appropriate high frequency words and irregular plurals in writing.		W.6.3.10
W.3.8.18	Use all capital letters for emphasis in writing.	Read Muggie Maggie as you teach cursive writing.	W.6.3.14
W.3.8.20	Write legibly in cursive.	Read Muggie Maggie as you are teaching cursive writing.	W.6.3.19
W.3.8.22	Use the articles a, an and the correctly.		W.5.4.9

End of Module 1

Module 1	Start: 8/19/2010	Teaching Days: 39	Test: 10/14/2010	Remediation Days: 2	End: 10/18/2
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Reading Passage: Literary Prose

Core Text(s): Charlotte's Web, If You Lived 100 Years Ago, Stone Fox, Freckle Juice, Magic School Bus: Inside the Earth, James and the Giant Peach, Story of Sacajawea, What's the Big Idea, Ben Franklin?, If You Sailed on the Mayflower in 1620

SLE	SLE Text	SLE Example	AR Standards
R.3.1.1	Use context clues to determine the precise meaning of new words and multiple meaning words.	In The Mouse and the Motorcycle by Beverly Cleary, on page 31, what does the word venturing mean? How do the words around venturing help you understand the meaning? In Charlotte's Web by E.B. White what does the word salutations mean as it used on p. 35?	R.11.3.1; W.7.3.6; OV.2.3.3
R.3.1.2	Recognize to whom or what a pronoun refers.	Read The Mouse and the Motorcycle by Beverly Cleary. On page 31, in the first sentence, to whom does he refer?	R.11.3.3
R.3.1.3	Read aloud grade-level appropriate literary and informational texts fluently (110 wpm) and accurately (90%) and with appropriate timing, change in voice, and expression.	Assess fluency using fiction and nonfiction books at a DRA level 38 or above. First 9 weeks: Level 28 Second 9 weeks: Level 30 Third 9 weeks: Level 34 Fourth 9 weeks: Level 38	R.11.3.10; R.11.3.11; R.11.3.12; R.11.3.6; R.11.3.7; R.11.3.8; R.10.3.5
R.3.1.4	Identify and explain figurative language (similes) in texts.	Read Quick as a Cricket by Audrey Wood. Explain that similes compare two things using like or as. Have students write their own similes using the book as a model.	R.10.3.14
R.3.1.5	Identify and explain words as nouns, action verbs, synonyms, and antonyms.	Nouns and action verbs - Modules 1,2, and 4 Synonyms and antonyms - Modules 2 and 4	R.11.3.9

<u>R.3.1.6</u>	Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes to read with meaning.	e.g., -ous, -ion, -ive Irregular plurals and verb tenses - modules 1 and 3 Homophones - module 1 Prefixes and suffixes - modules 1 and 3	R.11.3.2; R.11.3.6; R.11.3.7; R.11.3.8
<u>R.3.2.1</u>	Determine the purpose for reading and the author's purpose for writing a literary text.	Read "Aladdin and the Wonderful Lamp" and "Ali Baba and the Forty Thieves." Use both the larger context of A Thousand and One Nights and the stories themselves to consider author/teller's purpose.	R.9.3.2; R.9.3.6; R.9.3.11; R.10.3.1; R.10.3.2; OV.2.3.5
<u>R.3.2.2</u>	Use real-world and prior knowledge to make connections to text (text to world).	Text-to-World: Wilfrid Gordon McDonald Partridge by Mem Fox (memories, helping older people, nursing homes...)	R.9.3.3; R.9.3.1; W.5.3.9
<u>R.3.2.3</u>	Ask questions and support answers by connecting prior knowledge with literal and inferential information from the text.	Read aloud Stellaluna by Janell Cannon. Why is mother bird so upset with Stellaluna? What did mother bird feed Stellaluna? Read without showing the pictures and have the students draw what they see. "When mama bird came home she saw eight tiny feet gripping the edge of the nest."	R.9.3.4; R.9.3.5; R.9.3.7; R.9.3.9; R.9.3.1; R.10.3.10
<u>R.3.2.4</u>	Make inferences based on prior knowledge and the text.	Knuffle Bunny by Mo Willems Read aloud and stop throughout the book and ask students to use background knowledge, illustrations, and text clues to make inferences.	R.9.3.7; R.9.3.9
<u>R.3.2.5</u>	Determine the main idea in a literary text.	Read Salt in his Shoes by: Deloris Jordan. Stop as you read to talk about details that lead to the main idea.	R.9.3.8; R.9.3.12
<u>R.3.2.6</u>	Summarize fictional text identifying main idea and supporting details.	Using Salt in his Shoes, have students complete an organizer with main idea (follow your dreams) and supporting details. 1. Be patient. 2. Eat right 3. Say your prayers. 4. Practice.  Have your students write a summary using the organizer.	R.9.3.12; R.9.3.13; OV.2.3.2
<u>R.3.2.7</u>	Use fictional text to sequence events in a logical order.	Read The Wolf Who Cried Boy by Bob Hartman. Have the students decide the most important events and then place them in their correct sequence.	R.9.3.10
<u>R.3.2.9</u>	Identify language and literary devices (including mood).	Charlotte's Web by E.B. White Read page 165 and discuss how the author's choice of words creates a change in mood.	R.10.3.14

<u>R.3.2.10</u>	Identify, analyze, and compare story elements in fiction (tall tales, fables).	<p>Story elements in tall tales:</p> <ul style="list-style-type: none"> <li>? Main character has a problem to solve</li> <li>? Main character is bigger than life or has super human abilities</li> <li>? Plot is funny and impossible</li> <li>? Story has many exaggerations</li> <li>? Resolution may be a surprise ending</li> <li>? The story has lots of action</li> </ul> <p>Story elements in fables:</p> <ul style="list-style-type: none"> <li>? Teach a lesson</li> <li>? Have a moral</li> <li>? Often have animal characters that act like humans</li> <li>? Many were originally told orally</li> </ul> <p>After reading several tall tales and fables, students identify story elements in each and compare.</p>	R.10.3.12; R.10.3.11; W.5.3.7
<u>R.3.2.11</u>	Use graphic organizers to make meaning of a passage including character webs, sequence, and story elements.	Use The Wolf Who Cried Boy by Bob Hartman. Create a sequence organizer or character web on Little Wolf.	R.10.3.6
<u>R.3.2.12</u>	Respond to texts by contributing to a reading journal/log that demonstrates appropriate comprehension skills.		R.10.3.2; R.10.3.3.3; R.10.3.4; W.5.3.10; OV.2.3.5; OV.3.3.2
<u>R.3.2.13</u>	Form mental pictures reflecting vivid details and personal connections with the text.		R.9.3.4
End of Module 1			

Module 2 Start: 10/11/2010 Teaching Days: 36 Test: 12/7/2010 Remediation Days: 2 End: 12/9/20

Writing Prompt: Informational/Descriptive

SLE	SLE Text	SLE Example	AR Standards
<u>W.3.6.1</u>	Engage in appropriate prewriting strategies to help organize ideas and information (e.g., graphic organizers).	Teachers will expose students to a variety of graphic organizers such as T-charts, Venn Diagrams, Webs, etc.	W.4.3.1; W.7.3.1; W.7.3.3; IR.12.3.1
<u>W.3.6.2</u>	Use multiple reference materials, online information, newspapers, and periodicals when conducting research.		W.4.3.5
<u>W.3.6.3</u>	Write for different purposes and audiences.	Write an article about the library at your school. Include a list of ways that students use the library.	W.4.3.3; W.5.3.1
<u>W.3.6.4</u>	Contribute to a writer's notebook.	Notebook may include sections such as topic list, good introductions, stories in progress, etc.	W.5.3.3
<u>W.3.6.5</u>	Narrow the topic to focus on one idea.	When choosing a topic for writing, narrow the topic to focus on one idea. For example, instead of writing about ""my family"", help students zoom in and write about ""The day I went fishing with my Grandpa"" so they will include more details.	W.4.3.2
<u>W.3.6.6</u>	Develop drafts by sorting information into categories and using the categories as paragraphs.	Use prewriting activities to sort information into categories that support the main idea of the paragraph.	W.4.3.6; W.4.3.8; W.5.3.4; W.6.3.20; W.7.3.2
<u>W.3.6.7</u>	Create a strong introduction and conclusion.	Teach different types of leads such as talking, snapshot, question, etc. Teach different types of closing such as lesson learned, a surprise, circular, wrap-up, etc.	W.4.3.7
<u>W.3.6.8</u>	Include descriptive details and language to elaborate and reinforce the central idea.	Give students a "telling" sentence such as "The boy ran." Guide students to build a "showing" sentence by adding descriptive details: "The tall basketball player hustled down the court."	W.7.3.5; W.7.3.6
<u>W.3.6.11</u>	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences.		W.4.3.9; W.4.3.10; W.7.3.5; W.7.3.6
<u>W.3.6.12</u>	Delete irrelevant information.	In modeled writing, teachers can add information into categories that support the main idea of the paragraph.	W.4.3.9; W.7.3.2
<u>W.3.6.13</u>	Edit and proofread for mechanics, punctuation, usage and completeness.	Writing buddies/peer editing -- trade papers and find mistakes using an editing checklist.	W.4.3.11; W.4.3.12
<u>W.3.6.14</u>	Prepare pieces for publication with the aid of technology.		W.4.3.13; W.4.3.14; W.4.3.15; W.4.3.16; W.7.3.7; W.7.3.8; W.7.3.9; W.7.3.10
<u>W.3.7.2</u>	Write a friendly letter complete with date, salutation, body, closing, and signature.	Write friendly letters to a variety of audiences (pen pal, parent, teacher, principal, buddy, etc.)	W.5.3.2; W.5.3.10; W.6.3.16

<u>W.3.7.3</u>	Create descriptive informational pieces with at least two paragraphs that - include clear topic sentences, - support ideas with simple facts or details, and - organize ideas according to a logical sequence or order.		W.5.3.4; W.5.3.2; W.4.3.4; W.5.3.6; W.5.3.10; OV.1.3.3
W.3.7.7	Write responses to literature that include specific references to the text.		W.5.3.5
W.3.8.1	Use a variety of simple and compound sentences.	Simple sentence: a sentence with one independent clause. Compound sentence: a sentence which contains two or more independent clauses.	W.6.3.1; W.6.3.3
W.3.8.2	Eliminate fragments	Play a sentence game. Pass out words and have the students come together to create a sentence. Discuss the sentences they have made to check and see if they are complete sentences or fragments.	W.6.3.2
<u>W.3.8.3</u>	Use subject-verb agreement in sentences.		W.6.3.4
W.3.8.6	Use singular and plural pronouns correctly.		
W.3.8.8	Use apostrophes for contractions and singular possessives.		W.6.3.8
W.3.8.9	Use inflectional ending patterns.	Consonant doubling, dropping e, changing y to i	W.6.3.12
W.3.8.10	Use less common visual patterns to spell unfamiliar words.	"ey" as in Prey	W.6.3.9
<u>W.3.8.11</u>	Spell commonly used homophones correctly in context.	(words that sound the same, but are spelled differently, like plain and plane).	W.6.3.13
W.3.8.12	Capitalize and use titles and abbreviations correctly.	Dr. Mr.	W.6.3.15; W.6.3.17
<u>W.3.8.13</u>	Use commas in a series and in the greeting and closing of a letter.	Commas in a series - modules 1,2,3, and 4 Commas in greeting and closing of a letter - module 4	W.6.3.16
W.3.8.14	Use and punctuate correctly declarative, interrogative, imperative, and exclamatory sentences.		W.6.3.18
W.3.8.15	Use and spell grade level appropriate high frequency words and irregular plurals in writing.		W.6.3.10
W.3.8.16	Use knowledge of suffixes to spell words correctly.	Teach common suffixes such as er, ed, ful, est, less, ly, etc.	W.6.3.11
W.3.8.19	Use a comma before a conjunction in a compound sentence.		W.6.4.18
W.3.8.20	Write legibly in cursive.	Read Muggie Maggie as you are teaching cursive writing.	W.6.3.19
End of Module 2			

Module 2 Start: 10/19/2010 Teaching Days: 35 Test: 12/14/2010 Remediation Days: 2 End: 12/16/

Reading Passage: Content

Core Text(s): Charlotte's Web, If You Lived 100 Years Ago, Stone Fox, Freckle Juice, Magic School Bus: Inside the Earth, James and the Giant Peach, Story of Sacajawea, What's the Big Idea, Ben Franklin?, If You Sailed on the Mayflower in 1620

SLE	SLE Text	SLE Example	AR Standards
<u>R.3.1.1</u>	Use context clues to determine the precise meaning of new words and multiple meaning words.	In The Mouse and the Motorcycle by Beverly Cleary, on page 31, what does the word venturing mean? How do the words around venturing help you understand the meaning? In Charlotte's Web by E.B. White what does the word salutations mean as it used on p. 35?	R.11.3.1; W.7.3.6; OV.2.3.3
R.3.1.3	Read aloud grade-level appropriate literary and informational texts fluently (110 wpm) and accurately (90%) and with appropriate timing, change in voice, and expression.	Assess fluency using fiction and nonfiction books at a DRA level 38 or above. First 9 weeks: Level 28 Second 9 weeks: Level 30 Third 9 weeks: Level 34 Fourth 9 weeks: Level 38	R.11.3.10; R.11.3.11; R.11.3.12; R.11.3.6; R.11.3.7; R.11.3.8; R.10.3.5
R.3.1.5	Identify and explain words as nouns, action verbs, synonyms, and antonyms.	Nouns and action verbs - Modules 1,2, and 4 Synonyms and antonyms - Modules 2 and 4	R.11.3.9
<u>R.3.1.6</u>	Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes to read with meaning.	e.g., -ous, -ion, -ive  Irregular plurals and verb tenses - modules 1 and 3 Homophones - module 1 Prefixes and suffixes - modules 1 and 3	R.11.3.2; R.11.3.6; R.11.3.7; R.11.3.8
<u>R.3.3.2</u>	Understand and use reference materials such as dictionary, thesaurus, encyclopedia, and online reference materials.	Incorporate use of an encyclopedia and online resources (e.g., Google Earth) into students' study of the founding of Ancient Rome.	R.10.3.20; OV.3.3.1
<u>R.3.3.3</u>	Determine the purpose for reading and the author's purpose for writing in a nonfiction text.	Read practical, informational, and persuasive texts and discuss the author's purpose for each.	R.9.3.2; R.9.3.6; R.9.3.8; R.9.3.11
<u>R.3.3.4</u>	Ask questions and support answers by connecting prior knowledge with literal and inferential information from nonfiction text.	The wind picked up and dark clouds rumbled in. The temperature dropped from 85 degrees to 70 degrees in just one hour. The flash of lightning came only seconds before the roaring thunder. Literal: How many degrees did the temperature drop? Inferential: What is about to happen?	R.9.3.4; R.9.3.5; R.9.3.7; R.9.3.9
<u>R.3.3.5</u>	Determine the main idea in nonfiction texts.	Read Christopher Columbus by Stephen Krensky. In pairs, have students will summarize important facts about the voyage of Columbus.	R.9.3.9

<u>R.3.3.6</u>	Summarize nonfiction text identifying main idea and supporting details.	Read p. 124-127 in the science textbook (topic is health). What is the main idea of the passage? (People can help themselves stay healthy) What are the supporting details? (Exercise, eat good food, get plenty of rest, avoid germs.)	R.9.3.12; R.9.3.13
<u>R.3.3.7</u>	Use nonfiction text to sequence events in a logical order.	Read pp. 44 - 45 in the science textbook (topic is butterflies/life cycles). Make an organizer and write the correct sequence of a butterfly's life cycle.	R.9.3.10
<u>R.3.3.9</u>	Distinguish between facts and opinions.	A fact is something that can be proven. An opinion is what someone thinks is true but is not able to be proven.	
<u>R.3.3.10</u>	Identify text structures that are sequential.	Sequential text structure might be seen in a life cycle, recipe, or how-to piece.	R.10.3.9; OV.1.3.7; OV.2.3.4
<u>R.3.3.11</u>	Use functional text (maps, an atlas, charts, graphs) to locate information.	Using a science textbook, discuss how to read a "Properties of Minerals" chart. Ask questions that can be answered using the information in the chart.	R.10.3.19; R.10.3.18; IR.12.3.3; IR.12.3.4
<u>R.3.3.12</u>	Use text features to find information and support understanding.	Using students' science textbooks, discuss bold print, headings, captions, and highlighted words. Show how the text features help find information and support understanding.	R.11.3.5; R.6.3.14
<u>R.3.3.13</u>	Use graphic organizers to make meaning of a reading selection (sequence, K-W-L charts) in nonfiction selections.	Teach students to use graphic organizers such as flow charts, or compare and contrast organizers like Venn diagrams or T-charts.	R.10.3.6; OV.3.3.3; IR.12.3.6; IR.12.3.7
End of Module 2			

Module 3 Start: 12/10/2010 Teaching Days: 42 Test: 2/24/2011 Remediation Days: 2 End: 2/28/20

Writing Prompt: Informational/Sequential

SLE	SLE Text	SLE Example	AR Standards
<u>W.3.6.1</u>	Engage in appropriate prewriting strategies to help organize ideas and information (e.g., graphic organizers).	Teachers will expose students to a variety of graphic organizers such as T-charts, Venn Diagrams, Webs, etc.	W.4.3.1; W.7.3.1; W.7.3.3; IR.12.3.1
<u>W.3.6.3</u>	Write for different purposes and audiences.	Write an article about the library at your school. Include a list of ways that students use the library.	W.4.3.3; W.5.3.1
<u>W.3.6.4</u>	Contribute to a writer's notebook.	Notebook may include sections such as topic list, good introductions, stories in progress, etc.	W.5.3.3
<u>W.3.6.5</u>	Narrow the topic to focus on one idea.	When choosing a topic for writing, narrow the topic to focus on one idea. For example, instead of writing about ""my family"", help students zoom in and write about ""The day I went fishing with my Grandpa"" so they will include more details.	W.4.3.2
<u>W.3.6.6</u>	Develop drafts by sorting information into categories and using the categories as paragraphs.	Use prewriting activities to sort information into categories that support the main idea of the paragraph.	W.4.3.6; W.4.3.8; W.5.3.4; W.6.3.20; W.7.3.2
<u>W.3.6.8</u>	Include descriptive details and language to elaborate and reinforce the central idea.	Give students a "telling" sentence such as "The boy ran." Guide students to build a "showing" sentence by adding descriptive details: "The tall basketball player hustled down the court."	W.7.3.5; W.7.3.6
<u>W.3.6.10</u>	Use transition words.	Teach transition words in writing a ""how to"" piece.	W.7.3.4
<u>W.3.6.11</u>	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences.		W.4.3.9; W.4.3.10; W.7.3.5; W.7.3.6
<u>W.3.6.13</u>	Edit and proofread for mechanics, punctuation, usage and completeness.	Writing buddies/peer editing -- trade papers and find mistakes using an editing checklist.	W.4.3.11; W.4.3.12
<u>W.3.6.14</u>	Prepare pieces for publication with the aid of technology.		W.4.3.13; W.4.3.14; W.4.3.15; W.4.3.16; W.7.3.7; W.7.3.8; W.7.3.9; W.7.3.10
<u>W.3.7.3</u>	Create descriptive informational pieces with at least two paragraphs that - include clear topic sentences, - support ideas with simple facts or details, and - organize ideas according to a logical sequence or order.		W.5.3.4; W.5.3.2; W.4.3.4; W.5.3.6; W.5.3.10; OV.1.3.3
<u>W.3.7.5</u>	Write simple summaries of text that include the main ideas and important details.	Tell the who or what and the most important thing about the who or what. Use a story frame.	OV.2.3.2
<u>W.3.7.7</u>	Write responses to literature that include specific references to the text.		W.5.3.5
<u>W.3.8.1</u>	Use a variety of simple and compound sentences.	Simple sentence: a sentence with one independent clause. Compound sentence: a sentence which contains two or more independent clauses.	W.6.3.1; W.6.3.3

W.3.8.3	Use subject-verb agreement in sentences.		W.6.3.4
W.3.8.4	Use possessive pronouns correctly.	Examples include mine, yours, his, hers, ours, theirs. Discuss that possessive pronouns DO NOT use an apostrophe.	W.6.3.5
W.3.8.6	Use singular and plural pronouns correctly.		
W.3.8.7	Use past and present verb tenses.		W.6.3.7
W.3.8.10	Use less common visual patterns to spell unfamiliar words.	"ey" as in Prey	W.6.3.9
W.3.8.11	Spell commonly used homophones correctly in context.	(words that sound the same, but are spelled differently, like plain and plane).	W.6.3.13
W.3.8.13	Use commas in a series and in the greeting and closing of a letter.	Commas in a series - modules 1,2,3, and 4 Commas in greeting and closing of a letter - module 4	W.6.3.16
W.3.8.15	Use and spell grade level appropriate high frequency words and irregular plurals in writing.		W.6.3.10
W.3.8.16	Use knowledge of suffixes to spell words correctly.	Teach common suffixes such as er, ed, ful, est, less, ly, etc.	W.6.3.11
W.3.8.17	Apply conventional rules of capitalization in writing.	Use No David by David Shannon to show capital letters used for emphasis.	
W.3.8.19	Use a comma before a conjunction in a compound sentence.		W.6.4.18
W.3.8.20	Write legibly in cursive.	Read Muggie Maggie as you are teaching cursive writing.	W.6.3.19
W.3.8.21	Create sentences with compound subjects.		W.6.3.3
End of Module 3			

Module 3      Start: 12/20/2010      Teaching Days: 42      Test: 3/3/2011      Remediation Days: 2      End: 3/7/2011			
Reading Passage: Practical			
Core Text(s): Charlotte's Web, If You Lived 100 Years Ago, Stone Fox, Freckle Juice, Magic School Bus: Inside the Earth, James and the Giant Peach, Story of Sacajawea, What's the Big Idea, Ben Franklin?, If You Sailed on the Mayflower in 1620			
SLE	SLE Text	SLE Example	AR Standards
R.3.1.1	Use context clues to determine the precise meaning of new words and multiple meaning words.	In The Mouse and the Motorcycle by Beverly Cleary, on page 31, what does the word venturing mean? How do the words around venturing help you understand the meaning? In Charlotte's Web by E.B. White what does the word salutations mean as it used on p. 35?	R.11.3.1; W.7.3.6; OV.2.3.3
R.3.1.3	Read aloud grade-level appropriate literary and informational texts fluently (110 wpm) and accurately (90%) and with appropriate timing, change in voice, and expression.	Assess fluency using fiction and nonfiction books at a DRA level 38 or above. First 9 weeks: Level 28 Second 9 weeks: Level 30 Third 9 weeks: Level 34 Fourth 9 weeks: Level 38	R.11.3.10; R.11.3.11; R.11.3.12; R.11.3.6; R.11.3.7; R.11.3.8; R.10.3.5
R.3.1.5	Identify and explain words as nouns, action verbs, synonyms, and antonyms.	Nouns and action verbs - Modules 1,2, and 4 Synonyms and antonyms - Modules 2 and 4	R.11.3.9

<u>R.3.1.6</u>	Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes to read with meaning.	e.g., -ous, -ion, -ive  Irregular plurals and verb tenses - modules 1 and 3 Homophones - module 1 Prefixes and suffixes - modules 1 and 3	R.11.3.2; R.11.3.6; R.11.3.7; R.11.3.8
<u>R.3.3.2</u>	Understand and use reference materials such as dictionary, thesaurus, encyclopedia, and online reference materials.	Incorporate use of an encyclopedia and online resources (e.g., Google Earth) into students' study of the founding of Ancient Rome.	R.10.3.20; OV.3.3.1
<u>R.3.3.4</u>	Ask questions and support answers by connecting prior knowledge with literal and inferential information from nonfiction text.	The wind picked up and dark clouds rumbled in. The temperature dropped from 85 degrees to 70 degrees in just one hour. The flash of lightning came only seconds before the roaring thunder. Literal: How many degrees did the temperature drop? Inferential: What is about to happen?	R.9.3.4; R.9.3.5; R.9.3.7; R.9.3.9
<u>R.3.3.5</u>	Determine the main idea in nonfiction texts.	Read Christopher Columbus by Stephen Krensky. In pairs, have students will summarize important facts about the voyage of Columbus.	R.9.3.9
<u>R.3.3.6</u>	Summarize nonfiction text identifying main idea and supporting details.	Read p. 124-127 in the science textbook (topic is health). What is the main idea of the passage? (People can help themselves stay healthy) What are the supporting details? (Exercise, eat good food, get plenty of rest, avoid germs.)	R.9.3.12; R.9.3.13
<u>R.3.3.7</u>	Use nonfiction text to sequence events in a logical order.	Read pp. 44 - 45 in the science textbook (topic is butterflies/life cycles). Make an organizer and write the correct sequence of a butterfly's life cycle.	R.9.3.10
<u>R.3.3.8</u>	Follow simple multi-step written instructions.	Give written directions for making a paper airplane. Have students follow directions and test their product.	R.9.3.14; R.10.3.9; R.10.3.19
<u>R.3.3.9</u>	Distinguish between facts and opinions.	A fact is something that can be proven. An opinion is what someone thinks is true but is not able to be proven.	
<u>R.3.3.10</u>	Identify text structures that are sequential.	Sequential text structure might be seen in a life cycle, recipe, or how-to piece.	R.10.3.9; OV.1.3.7; OV.2.3.4
<u>R.3.3.11</u>	Use functional text (maps, an atlas, charts, graphs) to locate information.	Using a science textbook, discuss how to read a "Properties of Minerals" chart. Ask questions that can be answered using the information in the chart.	R.10.3.19; R.10.3.18; IR.12.3.3; IR.12.3.4
<u>R.3.3.12</u>	Use text features to find information and support understanding.	Using students' science textbooks, discuss bold print, headings, captions, and highlighted words. Show how the text features help find information and support understanding.	R.11.3.5; R.6.3.14
<u>R.3.3.13</u>	Use graphic organizers to make meaning of a reading selection (sequence, K-W-L charts) in nonfiction selections.	Teach students to use graphic organizers such as flow charts, or compare and contrast organizers like Venn diagrams or T-charts.	R.10.3.6; OV.3.3.3; IR.12.3.6; IR.12.3.7

End of Module 3



Module 4 Start: 3/1/2011 Teaching Days: 40 Test: 5/12/2011 Remediation Days: 2 End: 5/12/2011

Writing Prompt: Persuasive

SLE	SLE Text	SLE Example	AR Standards
<u>W.3.6.1</u>	Engage in appropriate prewriting strategies to help organize ideas and information (e.g., graphic organizers).	Teachers will expose students to a variety of graphic organizers such as T-charts, Venn Diagrams, Webs, etc.	W.4.3.1; W.7.3.1; W.7.3.3; IR.12.3.1
<u>W.3.6.2</u>	Use multiple reference materials, online information, newspapers, and periodicals when conducting research.		W.4.3.5
<u>W.3.6.3</u>	Write for different purposes and audiences.	Write an article about the library at your school. Include a list of ways that students use the library.	W.4.3.3; W.5.3.1
<u>W.3.6.4</u>	Contribute to a writer's notebook.	Notebook may include sections such as topic list, good introductions, stories in progress, etc.	W.5.3.3
<u>W.3.6.5</u>	Narrow the topic to focus on one idea.	When choosing a topic for writing, narrow the topic to focus on one idea. For example, instead of writing about ""my family"", help students zoom in and write about ""The day I went fishing with my Grandpa"" so they will include more details.	W.4.3.2
<u>W.3.6.7</u>	Create a strong introduction and conclusion.	Teach different types of leads such as talking, snapshot, question, etc. Teach different types of closing such as lesson learned, a surprise, circular, wrap-up, etc.	W.4.3.7
<u>W.3.6.8</u>	Include descriptive details and language to elaborate and reinforce the central idea.	Give students a "telling" sentence such as "The boy ran." Guide students to build a "showing" sentence by adding descriptive details: "The tall basketball player hustled down the court."	W.7.3.5; W.7.3.6
<u>W.3.6.11</u>	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences.		W.4.3.9; W.4.3.10; W.7.3.5; W.7.3.6
<u>W.3.6.13</u>	Edit and proofread for mechanics, punctuation, usage and completeness.	Writing buddies/peer editing -- trade papers and find mistakes using an editing checklist.	W.4.3.11; W.4.3.12
<u>W.3.6.14</u>	Prepare pieces for publication with the aid of technology.		W.4.3.13; W.4.3.14; W.4.3.15; W.4.3.16; W.7.3.7; W.7.3.8; W.7.3.9; W.7.3.10
<u>W.3.7.4</u>	Write persuasive pieces or letters that ask for an action or response.	Write a persuasive letter to your family asking for your favorite foods on a special occasion, such as your birthday or a holiday.	W.5.3.2; W.5.3.10; OV.1.3.8
<u>W.3.7.5</u>	Write simple summaries of text that include the main ideas and important details.	Tell the who or what and the most important thing about the who or what. Use a story frame.	OV.2.3.2
<u>W.3.7.6</u>	Write a research report that uses a variety of documented sources.	After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.	
<u>W.3.7.7</u>	Write responses to literature that include specific references to the text.		W.5.3.5
<u>W.3.8.4</u>	Use possessive pronouns correctly.	Examples include mine, yours, his, hers, ours, theirs. Discuss that possessive pronouns DO NOT use an apostrophe.	W.6.3.5

W.3.8.5	Use the pronouns "I" and "me" correctly in sentences.		W.6.3.6; OV.1.3.1
W.3.8.7	Use past and present verb tenses.		W.6.3.7
W.3.8.8	Use apostrophes for contractions and singular possessives.		W.6.3.8
W.3.8.10	Use less common visual patterns to spell unfamiliar words.	"ey" as in Prey	W.6.3.9
W.3.8.11	Spell commonly used homophones correctly in context.	(words that sound the same, but are spelled differently, like plain and plane).	W.6.3.13
W.3.8.13	Use commas in a series and in the greeting and closing of a letter.	Commas in a series - modules 1,2,3, and 4 Commas in greeting and closing of a letter - module 4	W.6.3.16
W.3.8.18	Use all capital letters for emphasis in writing.	Read Muggie Maggie as you teach cursive writing.	W.6.3.14
W.3.8.20	Write legibly in cursive.	Read Muggie Maggie as you are teaching cursive writing.	W.6.3.19
End of Module 4			

Module 4 Start: 3/8/2011 Teaching Days: 37 Test: 5/13/2011 Remediation Days: 2 End: 5/16/2011			
Reading Passage: Literary Poetry			
Core Text(s): Charlotte's Web, If You Lived 100 Years Ago, Stone Fox, Freckle Juice, Magic School Bus: Inside the Earth, James and the Giant Peach, If You Sailed on the Mayflower in 1620, Story of Sacajawea, What's the Big Idea, Ben Franklin?			
SLE	SLE Text	SLE Example	AR Standards
R.3.1.1	Use context clues to determine the precise meaning of new words and multiple meaning words.	In The Mouse and the Motorcycle by Beverly Cleary, on page 31, what does the word venturing mean? How do the words around venturing help you understand the meaning? In Charlotte's Web by E.B. White what does the word salutations mean as it used on p. 35?	R.11.3.1; W.7.3.6; OV.2.3.3
R.3.1.2	Recognize to whom or what a pronoun refers.	Read The Mouse and the Motorcycle by Beverly Cleary. On page 31, in the first sentence, to whom does he refer?	R.11.3.3
R.3.1.3	Read aloud grade-level appropriate literary and informational texts fluently (110 wpm) and accurately (90%) and with appropriate timing, change in voice, and expression.	Assess fluency using fiction and nonfiction books at a DRA level 38 or above. First 9 weeks: Level 28 Second 9 weeks: Level 30 Third 9 weeks: Level 34 Fourth 9 weeks: Level 38	R.11.3.10; R.11.3.11; R.11.3.12; R.11.3.6; R.11.3.7; R.11.3.8; R.10.3.5
R.3.1.4	Identify and explain figurative language (similes) in texts.	Read Quick as a Cricket by Audrey Wood. Explain that similes compare two things using like or as. Have students write their own similes using the book as a model.	R.10.3.14
R.3.1.5	Identify and explain words as nouns, action verbs, synonyms, and antonyms.	Nouns and action verbs - Modules 1,2, and 4 Synonyms and antonyms - Modules 2 and 4	R.11.3.9

<u>R.3.1.6</u>	Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes to read with meaning.	e.g., -ous, -ion, -ive Irregular plurals and verb tenses - modules 1 and 3 Homophones - module 1 Prefixes and suffixes - modules 1 and 3	R.11.3.2; R.11.3.6; R.11.3.7; R.11.3.8
<u>R.3.2.1</u>	Determine the purpose for reading and the author's purpose for writing a literary text.	Read "Aladdin and the Wonderful Lamp" and "Ali Baba and the Forty Thieves." Use both the larger context of A Thousand and One Nights and the stories themselves to consider author/teller's purpose.	R.9.3.2; R.9.3.6; R.9.3.11; R.10.3.1; R.10.3.2; OV.2.3.5
<u>R.3.2.2</u>	Use real-world and prior knowledge to make connections to text (text to world).	Text-to-World: Wilfrid Gordon McDonald Partridge by Mem Fox (memories, helping older people, nursing homes...)	R.9.3.3; R.9.3.1; W.5.3.9
<u>R.3.2.3</u>	Ask questions and support answers by connecting prior knowledge with literal and inferential information from the text.	Read aloud Stellaluna by Janell Cannon. Why is mother bird so upset with Stellaluna? What did mother bird feed Stellaluna? Read without showing the pictures and have the students draw what they see. "When mama bird came home she saw eight tiny feet gripping the edge of the nest."	R.9.3.4; R.9.3.5; R.9.3.7; R.9.3.9; R.9.3.1; R.10.3.10
<u>R.3.2.4</u>	Make inferences based on prior knowledge and the text.	Knuffle Bunny by Mo Willems Read aloud and stop throughout the book and ask students to use background knowledge, illustrations, and text clues to make inferences.	R.9.3.7; R.9.3.9
<u>R.3.2.5</u>	Determine the main idea in a literary text.	Read Salt in his Shoes by: Deloris Jordan. Stop as you read to talk about details that lead to the main idea.	R.9.3.8; R.9.3.12
<u>R.3.2.7</u>	Use fictional text to sequence events in a logical order.	Read The Wolf Who Cried Boy by Bob Hartman. Have the students decide the most important events and then place them in their correct sequence.	R.9.3.10
<u>R.3.2.8</u>	Analyze poetry (including diamantes and cinquains).	Read the fable The Poor Old Dog, a fiction book Watchdog and the Coyotes by Bill Wallace, a nonfiction book and a poem about dogs. Fill out a graphic organizer that shows the similarities and differences among the works/genres.	R.10.3.12 R.10.3.15; R.10.3.8; R.10.3.9; R.10.3.13; R.10.3.16 R.10.3.17; W.5.3.7; W.5.3.8
<u>R.3.2.9</u>	Identify language and literary devices (including mood).	Charlotte's Web by E.B. White Read page 165 and discuss how the author's choice of words creates a change in mood.	R.10.3.14
<u>R.3.2.12</u>	Respond to texts by contributing to a reading journal/log that demonstrates appropriate comprehension skills.		R.10.3.2; R.10.3.3.3; R.10.3.4; W.5.3.10; OV.2.3.5; OV.3.3.2
<u>R.3.2.13</u>	Form mental pictures reflecting vivid details and personal connections with the text.		R.9.3.4
End of Module 4			

Grade 3 Literacy Standards Not Yet Requested for Testing	BRYANT SCHOOL DISTRICT
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Comprehension - Nonfiction Texts
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R.3.3.1	Determine where specific information is located in a media center.	
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Listening and Speaking
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LS.3.9.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	
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LS.3.9.2	Distinguish between facts and opinions in a speech or presentation of a topic.	
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LS.3.9.3	Communicate instructions or direction clearly and logically.	
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LS.3.9.4	Organize points or ideas in a logical sequence when communicating information orally.	
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LS.3.9.5	Give presentations on a variety of topics. Such presentations may take the form of - narrative or descriptive presentations, - discussions of books and other readings.	
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